

Assessment Fact Sheet: DRA2 K-3

Assessment	DRA2
Edition	2nd Edition - 2006
Form	K-3
Materials	<p>Benchmark Assessment Books: Levels A - 40</p> <p>Levels A-16: Teacher Observation Guide</p> <p>Levels 28-40: Teacher Observation Guide, Student Reading Survey, Student Booklet</p> <p>Levels 14-40: Stop-watch</p> <p>Teacher Guide</p>
Purpose	<p><i>"DRA2 K-3 enables primary teachers to systematically observe, record, and evaluate changes in student reading performance. DRA2 provides teachers with information that helps them determine each student's independent (emphasis added) reading level and identify what the student needs to learn next."</i></p> <p>Teacher's Guide page 4</p>
Who should administer?	Classroom teacher
When should it be administered?	<p>Fall, Winter, Spring (some students)</p> <p>(For more details, see Framingham Public Schools Assessment Calendar.)</p>
Testing context	The DRA2 is administered individually. Students in levels 28 and above can fill in their student reading booklet in a small or large group.
Time to administer	Time will vary depending on level. In general, the assessment should take between 15 and 20 minutes of teacher time to administer per student. This does not include time spent by students working independently to either read silently or complete the Reading Survey or Student Booklet.
Administration	<p>To administer, teacher reads the bold print on the Teacher Observation Guide.</p> <ol style="list-style-type: none"> 1. Reading Engagement: The teacher uses questions and classroom observations to score a student's reading engagement. In levels 28 and above, the student completes a reading survey. 2. Oral Reading Fluency: Teacher takes a running record and makes notes on fluency to assess reading rate and accuracy. On levels 14 and above, the reading is also timed. Students read the whole text aloud on Levels A-16 but only a portion

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	<p>of the text aloud beginning on Level 18. Teacher transfers accuracy, rate, and fluency scores to DRA2 Continuum either during or immediately after administering the assessment. Teacher stops the assessment if the students' accuracy rate and/or oral reading rate fall below Developing/ Independent on the DRA2 Continuum and administers a lower level assessment.</p> <p>3. Printed Language Concepts/Comprehension: After the reading, the teacher asks the student follow up printed language concept (Levels 2-3) or comprehension (Levels 4-38) questions. Students may not use the book when they are answering oral comprehension questions. In levels 28 and above, students write their comprehension responses in the student booklet. Students can use the books while they are completing the student booklet.</p> <p>Students must pass the levels 16NF, 28NF, and 38NF before moving on to the next level fiction DRA.</p> <p>Above-grade level readers can go up to one full grade-level above their end of the year benchmark (i.e. K - up to 16; 1st - up to 28; 2nd - up to 38; and 3rd - up to 40) if they are ADVANCED in both fluency and comprehension categories in their grade-level, end-of-year benchmark DRA.</p> <p>Students in first and second grade will be exempt from the spring DRA only if they are at or above their end of the year benchmark.</p> <p>If a student is not making progress as indicated by the DRA, teachers should consult with building literacy specialist</p>
<p>Scoring</p>	<p>Teachers find the students' independent DRA2 text level.</p> <p><u><i>Independent:</i></u> Total score for Oral Reading Fluency AND Printed Language Concepts/Comprehension must be at least within the Independent range on the Continuum.</p> <p><u><i>Instructional:</i></u> Total score for Oral Reading Fluency OR Printed Language Concepts/Comprehension is within the Instructional range on the Continuum.</p> <p><u><i>Advanced:</i></u> Total score for Oral Reading Fluency AND Printed Language Concepts/Comprehension must be within the Advanced range on the continuum.</p>

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	<p><i>Teachers Guide DRA2 K-3, page 22</i></p> <p>After entering information on the DRA2 Continuum, teacher completes the Focus for Instruction that is used as a checklist of activities/learning experiences based on the same categories used in the Continuum to inform ongoing instruction. Individual scores may be entered on the Class Reporting Form to provide an overall view of the class status and on the Focus for Instruction Class Profile sheets that are separated by reading stages.</p>
Helpful Resources	<p>Teacher Guide</p> <ul style="list-style-type: none">• Pages 125-129 - Overview of Reading Stages• Page 144 - a WPM chart that lists WPM and accuracy scores by intervention, instructional, independent and advanced levels• Pages 130-139 - generic black line masters that support skills assessed with the DRA2. Includes a book log, picture frame, storyboard, prediction, scaffolded summary, text features and prediction and reflection forms, as well as a metacognitive awareness form.

BENCHMARKS

Grade	Time of Year	DRA2 Benchmark Level (Independent)
Kindergarten	Spring	3
First Grade	Fall	3
	Winter	10
	Spring	16
Second Grade	Fall	16
	Winter	24
	Spring	28
Third Grade	Fall	28
	Winter	34
	Spring	38